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WOMAN'S MISSION, CHARACTER, AND INFLUENCE.

An Address delivered at the Annual Commencement of "Jefferson Female College," on Wednesday, June 13th, 1860.

BY REV. R. H. WELLER.

LADIES AND GENTLEMEN: I conceive that the time allotted to me this evening cannot be more profitably employed than in throwing out a few earnest thoughts upon that subject so important in its bearing upon society—and especially so in our own country, and at the present time—the mission, character, and influence of woman, and the training which shall best adapt her for the position she is to occupy in the world.

We cannot look upon this gathering to-night, and in particular that portion which forms the graduating class in the College, without being impressed anew with the fact, that but a short space intervenes between the school-room and the active duties of maturer life—without feeling that the young oftentimes disappoint, in later years, the expectations which were justly founded upon the promises of their earlier career; and without admitting that the cause of this shipwreck of their hopes rests largely upon the fact that they do not comprehend the force and privileges of their position in the world.

Life is both promising and real: and as we enter upon its wide field, with a ready will for its work, there is surely enough before us to excite ambitious hopes for the future, and still enough to occupy every thought and every faculty in the passing hour; and the greatest boon which we can confer upon the young man, or the maiden, is that preparation which shall qualify them to meet courageously its manifold trials, and grapple successfully with its earnest duties. The training which will most fully accomplish this task is the training which gives a proper object to the life, and imparts to the mind and heart those high-toned principles which will enable them to acquit themselves well in their respective positions, whatever, under the ruling of Divine Providence, those positions shall be.

I pause not now to touch upon the subject of education in its general bearings, as usually treated on occasions like the present, further than to remark, that the time we believe has forever passed away in which the path of literary culture, and the sweet fruits of intellectual training, can be denied to the gentler sex. But, while this is our boast, let us never forget that the education of the woman should ever have a direct reference to the special destiny which God has marked out for her in life, nor fail early to impress upon her mind a just appreciation of that destiny. Let her not enter upon it blindfold, or with impaired or perverted powers, but understanding what she is, and what the law of God and of nature require at her hands. She has in society a sacred mission to fulfill—an elevated character to sustain, and a wide-spread influence to exercise.

That mission is not to lead in the battle array, and mingle in its scenes of strife and bloodshed, as did Deborah in Israel, and Joan of Arc; nor, yet, to guide the helm of State, as did Isabella of Spain, and Elizabeth of England: though these all nobly acquitted themselves in the positions to which they were called by the peculiar exigencies of the times in which they lived. The first two, at periods in which man's courage had failed before accumulated discouragements, came forth from their humble abodes to devote their lives to the sacred cause of patriotism, and successfully accomplished their special missions. The latter, reaching the throne in the dark hour of anarchy and strife, lived to exalt their respective nations above any position in their previous history, and died, bequeathing to posterity names which shall fade away only with the records of the world. For while the mild and genial rays of a Christianity, at once protestant and free, shall urge on the car of civilization, light the lamp of science, and guide us in our pilgrimage to a better world, shall the name of the good "Queen Bess" be dear to the hearts of us all; and while this New World shall offer to the oppressed among the nations a home, and the great boon of civil and religious liberty, shall the blessings of its thronging multitudes be unceasingly offered to the memory of that noble woman, who, in the gloomiest hour of his hopes, cheered with comforting promises the heart of the poor wanderer, Columbus, and, with the sale of her jewels, sent him forth to open to our fathers this unknown but fruitful land.

Nor is it woman's mission to contest with man the palm in the pathway of the sturdier sciences, or in those pursuits which prepare him to excel in public life. She cannot deck her brow with the laurels gathered in any of these, without derogating from her true position. She cannot even assume their titles, and retain at the same time the native modesty of her character. No. She shrinks with intuitive delicacy from such appellations as a "scientific woman," a "woman of State," a "public woman."

Nor, yet, is her mission that of a mere butterfly, to gladden the heart of man by its beauty, and, decked in the gewgaws of fashion, fritter away an aimless existence, and leave behind no record, save that of the light of the ball-room, and the plaything of society.

Separate and apart from all these things hath nature marked her course. In the duties of his special lot, she is the inferior of man, yet socially his equal, and her destiny in the world can only be accomplished while she stands in equality at his side. "Upon the cultivation of her mind," says Sheridan, "depends the wisdom of men." But, on that more tender side of human life, where bud and blossom those brighter flowers, which, even in its fall, give token of the pure and holy origin of our nature, she rises far his superior. Whether it be that, from the retirement of her home, her kindly influence circles out upon the world; or that, in times of public sorrow and suffering, when man stands back, aghast and helpless, before the pestilence, the carnage of

the battle-field, or the scene of a quiet death-bed, she passes from couch to couch in the gloomy hospital, binding up the ghastly wound, or cooling the parched tongue, while, as with Florence Nightingale, the stricken sufferer feels soothed if but her shadow flits over him in its passage, and the blessings of a world attend upon her ministry.

As the morning opens, man steps forth from the shelter of home, and enters upon his labor. "Outward activity is his task, public life his domain, and the wide world his theatre." In these fields is he to gather renown, and obtain a subsistence "by the sweat of his brow." To abandon these, and shrink within the narrow circle of fireside-employment, would be, alike, craven weakness in the battle of life, forgetfulness of himself, and infidelity to his divinely-appointed mission. But with woman, "the heart is her theatre, the domestic life her sphere, in-door activity her work; and the long hair which crowns her is an emblem of an entire existence, hidden and silent, in the bosom of which she accomplishes most faithfully and honorably the primary obligations of her sex." To stand aloof from the gaze of the multitude, —to devote herself to the duties and employments which cluster around her hearthstone,—this is her modest ambition, and in them she find a true happiness, which she will seek elsewhere in vain. "Her more delicate conformation, yet more frail—the more rapid pulsations of her heart—her keener nervous sensibility—the exquisiteness of her organs, and even the delicacy of her features, all render her constitutionally unfit" for the strivings and clashings of out-door life,—for all, indeed, that brings renown to man in the world. "She wields not *authority*, but *influence*"—an influence mighty, in deed and in truth, in every path of human life—an influence, than whose exercise nothing marks more distinctly the barrier between civilized and savage life—an influence accepted and acknowledged among men, an operative, yet unseen. Hers is the secret power which inspires the heart, and nerves the hand of men to wield courageously the weapon of war—to grasp and unravel the threads of science—to roll successfully onward the wheels of commerce—which lightens the statesman's course, and spreads over the land the blessings of religion and peace.

It is a trite saying, that those men who have exercised the greatest influence in the world—who have risen highest on the ladder of fame, or stamped in other ways indelible footprints on the page of history—all derived their strong points of character from the maternal side, either by direct inheritance, or from early training. So Napoleon is reported to have said, "the future destiny of the child is always the work of the mother." Napoleon himself, Washington, Sir Walter Scott, and Patrick Henry, are especially pointed to as instances of its truth; and the dark shadow which was thrown across the brilliant career of Lord Byron has at all times been traced to the unfortunate disposition and temperament of his mother.

If in these remarks I have suggested—and I have only attempted to suggest—the true position and influence of the gentler sex, how vast is the field for usefulness which opens before our daughters, as the period of their training passes away, and they step forth upon the theatre of life! How careful should be the hand which prepares them! How faithful, energetic, and unwearying the attention to pluck out the noxious weeds which spring up in their young hearts, and nourish the plants of promise! There must be no ungentle handling of the tender sensibilities, for then the heart-strings are withered, and the life is blighted. There must be no rude training of the intellect, for then the delicate beauty of a life is marred.

The great excellency of a woman's training lies in the discipline of her heart. And while I disclaim any intention to find fault with the times in which I live, or with its institutions, I have long been convinced

that here lies the great error in our system of female education—I might say the education of the other sex, also.

In a country like ours, where the will of the majority is the ruling power, when the public attention sets strongly in any one direction, in regard to subjects of a social character, it too often happens that the ardor of pursuit carries men to extremes in their advocacy of these questions. Thus, in the great zeal which has been exhibited in behalf of education, in the last quarter of a century, the mere acquisition of knowledge has been exalted above its proper position in educational training, and the discipline of sound morality lowered. According to the popular theory, it would seem that morality was the offspring of knowledge, and inseparably connected with it in its influence upon character. "The popular maxim has been, that virtue and intelligence are the strong pillars upon which rests the social edifice of our country, and to make society *virtuous*, you must make men *intelligent*. This is the favorite maxim, reiterated by every social reformer—by every aspirant to popular favor and political distinction. With very much of truth in the aphorism, there are mingled with it elements which, in their practical developments, are exceedingly dangerous, and make it, in fact, one of the most perilous sophisms of our age and country. We hear it almost daily in conversation—it abounds in all the secular, and in most of the religious journals which circulate through the land,—it lurks in legislative enactments—it is assumed in popular addresses, and is sanctioned by the erection of seminaries of learning, which seem to be intended for beings purely intellectual, callous to all passions, and destitute of all propensities—institutions where every mental faculty is tilled with minute and systematic industry, while the whole moral nature is left a wilderness, in which the most noxious weeds may spring up and multiply. Knowledge, knowledge alone, is proclaimed to be the unfailing protector of all rights,—the kind and nursing parent of all virtues—the certain cure for every malady which can invest human society."

No one will pretend to deny that knowledge, in enlightening and strengthening the mind, is an instrument which may be employed to great advantage in imparting a high moral tone to society; but it may also be employed in breaking down the securities of morality, virtue, and religion. It has no moral character of its own, and in some of the most learned nations of antiquity, from which we draw much of our lore at the present day, and to which we point the yet undisciplined student, morals were corrupt, and the social system rotten. Its moral effects are derived entirely from the moral agency through which it operates. "It is the clay, and not the potter, in the formation of the social character—the servant of what is said to be the master. Is there, indeed, any natural sequence between intellectual wealth and moral purity? In teaching a youth the truths of mathematical science, will you thereby make him abhor fraud and falsehood? In teaching him natural philosophy, will you extinguish selfishness and malice, or infuse purity of thought and modesty of demeanor? In teaching him the abstractions of moral science, will you thereby impart to him the will and the power to perform moral duties?" Surely not, and the sophism is evident. The moral and intellectual faculties are entirely distinct, as are, also, their spheres of action. Both are to be trained and nurtured, and true education consists in the harmonious development of both. That system which cultivates the intellect, but smothers or leaves waste the heart—which increases the strength and mettle of the steed on the highway of life, but severs the rein intended for its guidance, is not only defective, but perilous to the young. We are beginning to reap, even at this early day in our country's history, some of the bitter fruits of such training, in the blotches and corrupted spots which break out,

from time to time, upon the social system—in the weakness of the parental bond—and in the recklessness of early manhood.

But how transcendently important is it, above all other considerations in the development of the female mind, that the abiding principles of a high-toned morality—a morality derived not from the maxims of men, nor from social intercourse, but from the pure oracles of God—should not only keep step with its development, but lead in the van of its progress. It is to the triumph of those social principles, and to them alone, that woman owes her present elevated social position—it is from them that her weakness derives its strength, her beauty its chief adornment, and her influence in society its great power. From the pages of the Sacred Record we draw our ideal of her perfections, and in them she seeks her highest models of excellence. Look for a moment upon its beautiful representation of the female character. Passing over Solomon's graphic description of the virtuous woman, look at its embodiment in the pious Sarah, as with a heart "subdued by the discipline of Providence, in the fullness of love, which had been rising so long within the barriers of hope deferred, she bent prayerfully over the very slumbers of that fair boy, and taught him the precious name of God, with the first prattle of his infant lips." The modest Rebecca—"amiable in all the relations of life. She was a devoted wife. Save only when corrupted by favoritism towards Jacob, and the example of Isaac in falsehood, did her character as a mother pass under eclipse." The tender Rachel, of whose "intellectual force and piety we need no further proof than the faultless and kingly Joseph—the full length portrait of a pure and brilliant man, which in the distance and dimness of antiquity is yet distinct and beautiful." The heroic Deborah—"whether listening to the complaints of her people, and uttering her decisions with the dignity and authority of a Judge—attended by Barak, sounding through all the coast the tocsin of war—standing on Mt. Tabor, and gazing unterrified on the living tide of armed men—or with the conqueror when the battle was past, in the utterance of purest poetry, giving all glory to God, she commands equally our admiration." The humble Ruth—"toiling through the sultry day, and beating out her hard earnings at night, the only enjoyment she knew was the consciousness that by her exertions Naomi lived." The sweet wife of Elkanah—"the mother upon whose character it is pleasant to linger—the first woman mentioned as kneeling in the attitude of prayer—not because others were prayerless, but to fill the delineation of maternal character and duty, of which she is a model of singular excellence." The retiring Shunamite—"to whom the honor of God in daily life, and in her offspring, was the central thought, the sublime principle of action, and sustaining power beneath the beatings of the storm which darkened her future!" But when the beams of the Gospel-day came forth to lighten the world, the brightness and loveliness of the female character increase, and we have Mary,—more touching while bending to receive without a murmur the sword which is to pierce her own bosom, than when bending in full-hearted love over the cradle of the infant Saviour—type of the Christian woman, whose love increases its strength only by being intently fixed on the one source of all perfection. Mary of Bethany—the thoughtful woman, earnest in gathering every word which falls from the Master's lips, she seems to realize that,

"With silence only as their benediction,
God's angels come."

Martha, the busy housewife, active and intent only upon her Master's comfort. The Canaanitish mother—gifted with a clear light and a strong faith, she urges her petition against the opposition of all about her, until she obtains the blessing. And among other beautiful examples, Mary Magdalene—with a heart overflowing with gratitude, she stands by

the cross when Apostles have fled, and stoops at the sepulchre before them. Here are models of female excellence and loveliness which surpass all others, shining in every station of life, and beautifying every position. Moulded upon these, the characters of our daughters will wield a mighty influence for the moral regeneration of society.

Young Ladies of the Graduating Class: The giddy whirl of society, and the active duties of womanhood are opening before you; and placed here, as I am, by your choice, to speak to you words of counsel as you pass from the moulding hand of your teachers, I entreat you to enter upon life with a clear understanding of what determines your condition and its privileges in society. The path is yet untrodden. Learn, then, at the outset, from the experience of those who have preceded you, and who cannot look back without regretting many a step which has been taken,—without seeing many which, if it were possible, they would altogether efface; and under the blessing of God, bring to your sacred mission as women all your faculties of mind and heart, and all the energies of your life. I have said, under the blessing of God; for without that, the Tempter will sport as capriciously with your best resolutions as the wind with the forest leaves. Far be it from me to speak a word which shall discourage your hopeful expectations in the future; but I would deal truly by you. I would have you carry your resolutions to the foot of the cross, and shelter them under the strength of God! On your sex, more than on ours, depends the moral and religious tone of society. Fix that fact deeply upon your memory. It is yours, in the quiet influence of the social circle, to correct much that is evil in the community where you shall reside, by making your friendship and society the forfeit of evil habits among your acquaintances. Use that influence faithfully. Humanly speaking, there is no greater moral power for the correction of vicious habits in the other sex, than the simple knowledge that their possession closes upon the possessor the doors of good society. The man who would brave courageously the trials of life, and even fearlessly face his fellow in mortal combat, would shrink in trembling before those bars. You close that door—and justly too—against those of your own sex who deviate in the least from the line of moral rectitude. Be consistent, then, and impartial. Bring that same rule, in its integrity, to bear upon your brethren, and vice and immorality will quail before it. It is a solemn duty which you owe to society. Be true to yourselves. Let not the man who staggers with intoxication on the street to-day, be seen by your side in social intercourse to-morrow. Place a higher estimate upon the purity and dignity of your character. Let him feel that between you and vice there is a great gulf fixed, which can be crossed only by reformation. Nor let the man who indulges in sinful profanity against his Maker be honored by your friendship. He has surrounded his heart with an atmosphere of cursing, and sooner or later it must destroy him.

Believe me, there is great power in your hands for good. Would to God that the women of this land could be aroused to the truth, and exercise that power! They would save many a brother from the fatal snares of vice, who now goes recklessly on, under the lead of temptation and evil example! They would light a more cheerful fire upon their own hearthstones, and their children would rise up and bless them! They would save themselves from much of the anguish, the heart-breaking sorrow, which haunts many a poor suffering woman through long and tedious years to her grave!

“Oh! if now

Woman would lift the noble wand she bore
In Paradise so transcendent, and which still she wears
Half hidden, though not powerless, and again

Wave its magic power o'er pilgrim man,
How would she win him from apostasy,
Lure back the world from its dim path of woe,
And open a new Eden on our years."

One thing, young ladies, I had forgotten in its proper place—let me recall it here. Some of you have brothers around the family hearth. Let me entreat you, with the earnestness of one who has felt the blessed influence of a sister's love, to cherish tenderly their affections. Believe me, there is no power on earth, short of the memory of a sainted mother, which exercises such an influence for good upon a young man's heart and life, as the pure and clinging love of a sister. Let me tell you, that many a man has been checked in a career of vice and folly by that one tie, when every other has failed to reach him. Many an one who has gone on to hoary hairs, trembling upon the verge of the grave, has looked back upon his course, and thanked God for the gift of that gentle being who stood beside him in early life, sympathizing with him in the troubles of his boyhood—soothing the fiery temper of his impetuous youth, and furnishing to his after life the readiest type of a guardian angel. Believe me, the memory of such an one will cling to him as a part of his being, refining his grosser nature, and inciting him to noble deeds. Count, then, no costs too great to gain fast hold of a brother's heart. It will be to you a brilliant ornament through life, and insure to your memory a loving and noble resting-place.

I would add one word more of counsel, and in giving it I speak to you as one whose sympathies are all with the young in their troubles and trials. When the time shall come at which you are to leave your childhood's home, and enter your own, let it be with the parental blessing. Trust to no prospect for happiness in the future, which is purchased by the forfeiture of that blessing. The dutiful child will be the faithful wife and the tender-hearted mother. Sever not for the love of a stranger, however strong that love may be, the cords of affection which were born with you—which have been growing stronger year by year ever since, filling up the increasing vacancies in the parental heart, until they have become a part of its being. Purchase to yourself no selfish happiness in the future by casting a dark shadow around the fireside where your young life was nurtured. You can return to your parents nothing but love and duty for the wearisome days and sleepless nights—for the toils and anxieties, the struggles, the self-sacrifices and unflinching affection they have borne for you these many years. If they agree not with you in your choice, plant no sorrow in their path, but fall back upon your duty as a child; and as in faith and love you wait, preserving uncorroded the ties of affection which God has planted in your heart, shall His Providence prosper you in the end.

I am aware that I have spoken this evening in a strain more serious than was expected of me by my auditors. I can only plead, in excuse, that I could not speak otherwise than seriously. I cannot look out upon the hollow and fraudulent basis of modern society—upon the unloving homes about us—upon the rocks and quicksands which lie in the way of the young and inexperienced in the voyage of life, and seeing the wrecks that lie around them, deal lightly with the trusting young hearts by whose request I am here. This too, is, perhaps, the last time my voice will be heard by many of my young friends here present, and I would not that to-night it should utter an uncertain sound.

In concluding, allow me to congratulate you, young ladies of the College, upon the very creditable character of your examination. May God's blessing attend upon you—may the world fulfill to you your bright expectations; and, when your days are numbered, may it be said of you in regard to your mission, as our Lord said of Mary, "she hath done what she could."

THE TEACHER'S LESSON.

Several years ago it was my fortune to be an instructor of a grammar school in one of the border towns of a neighboring State. The school over which I had been called to preside was a backward one, in the most comprehensive sense of that term. The parents, most of them, took little or no interest in the education of their offspring: if the children liked the teacher, and the teacher did not punish their own household pets, each parent was satisfied. The appearance of a father or mother within the walls of the school-room, save on examination-day, was a thing scarcely known within the memory of the oldest inhabitant, and would have been deemed as much of a wonder as the '*rara avis in terris*' of the Latin poet.

Such a school was not, of course, a very pleasant one, and a teacher would naturally economize his tears at its close; and, however much he might wish all success and prosperity to attend the good people and their little darlings, he would not feel it his duty or privilege to spend another season among them.

But in this backward, uninteresting school there was one ray of light, one sunbeam, which came to meet me in the guise of a little girl not more than six or seven years of age, whose blue eyes and golden hair are intimately blended with my recollections of that winter.

She came to school with great reluctance, so her parents told me afterward, for she had never ventured before except in summer, and was very timid and fearful of a male teacher. So coy and shy was she that it was with difficulty I could persuade her to recite to me her little lesson; and, as day after day passed, I began to despair of ever conquering her timidity and establishing myself in her good graces, which I was the more anxious to do, because I thought then and think now that she was the most lovely and most lovable child I ever saw; and I found that even the neighbors and the people in the village all loved her, and we know that it is a rare circumstance for the neighbors to have a very ardent affection for other people's children.

At last, one morning in mid-winter, after a heavy rain and a cold night had rendered the road a polished mirror of ice, as I was going towards the school-room, I overtook this little girl on her way to school. Her companions had all gone before and left her, and attempting to walk upon the glassy ice she had dropped her dinner pale, slate, and books, and in endeavoring to pick them up she had fallen, and could not regain her footing; there she was, her sunny curls flying in the wind, weeping most bitterly. It was the work of a moment to gather up her books and slate, and help the little thing over the icy path to the door of the school-room; and I never should have thought of so trivial circumstances again, had I not observed that, from that time forward, the bright-eyed girl lost all her embarrassment and timidity: her lessons were always learned afterward, and recited unhesitatingly; she seemed to look up to me as a protector, and would often ask if she might walk home from school with me; she was afraid of the great rude boys, she said, and she seemed to feel that I had power to shield her from their coarse jests and vulgar language. She had perfect confidence and trust in her teacher.

The years are ever widening the distance between the school and myself, and the little girl with blue eyes and golden hair will soon be a little girl no longer; yet I find myself sometimes looking back into the past, and wondering if other teachers ever discovered, as I did, the secret spring which unlocked the confidence of that pure and innocent child. I would fain believe that she profited something from my imperfect

teachings, but I am very sure that she taught me a greater, a more noble lesson than I ever imparted to her. I learned for the first time, fully, how very far a little act of kindness will go toward winning a child's heart.—*Exeter News-Letter.*

From the Ohio Educational Monthly.

METEORIC STONES.

A few weeks ago we were in one of the inland villages of Jefferson county. Many were the inquiries which we received concerning "earth-quakes in divers places," of which they had heard floating rumors. Some of them were positive they had been shaken up to an unusual extent, on the previous Tuesday. Their houses had trembled, their crockery had rattled in their cupboards, and sundry other signs and wonders had transpired. These strange things we made no attempt to explain; but assured our inquiring friends that it was our opinion that it would all come out right.

Before reaching home we heard that the good people of Guernsey and Muskingum counties had been treated to a shower of meteoric stones, attended with explosions which shook the earth for many miles around; and we sagely concluded that we had found a solution of the mystery which perplexed our Jefferson county friends.

A gentleman writes that

"Some men who were at work in a field, heard a buzzing sound as of a body passing rapidly through the air, and hence giving their attention in the direction from whence the sound proceeded, they discovered a body descend and strike the earth about one hundred yards distant, and upon making search found a hole in the ground, from which, after some labor, they extracted a stone weighing fifty-one pounds. The stone was of quadrangular shape, and resembling in appearance a river stone—the surface being somewhat blackened, as though washed by the waves and then bleached by the sun. The surface, though generally smooth, was irregular in some places, such as small crevices which might contain a pebble. Upon being broken, the stone was found to be of a grayish cast and somewhat gravelly, being interspersed with particles of metal, and by being brought in contact with some solid substance it would ring like bell-metal. After satisfying their curiosity with this, immediate search was instituted for more, and being guided by the sound, they had not proceeded more than 250 yards before they discovered another, which was buried 20 inches in the ground, having been obstructed by striking a rail fence, breaking one or two rails. This stone was exactly similar to the first. It is evident from the glazed surface that they have not been severed from any other body.

"The two stones above described both alighted upon the farm of Jonas Amspoker, who lives three miles east of Concord. Another was found to have fallen upon the farm of Mr. Law, one mile east of town. This is exactly similar, in every particular, to the others. A number of others weighed from 2 to 40 pounds, and were found within a range of 5 or 6 miles."

Another writes:

"We have been visited by a very strange phenomena passing over our village on last Tuesday, May 1st, which occurred about one o'clock P. M., and appeared to be some five miles west, and sounded like the rumbling of thunder—then there immediately appeared like the sound of cannon

at intervals of two or three seconds, with a musical or murmuring sound which lasted about fifteen minutes. During this time the people became very much alarmed. During the explosions, one stone was distinctly seen, by my wife and many others, to fall in a lot adjoining mine, which was picked up, and was warmer than blood heat, and weighed 23 pounds. Since, many (say 15 or 20) stones have been found of exactly the same texture and black surface. Some stones have been found in the vicinity of Concord weighing fifty-six pounds—some forty, and several around here from fifteen to twenty pounds."

A few days since, Mr. McCurdy, of Guernsey county, visited this city, bringing with him one of the stones which fell in his neighborhood. It weighs about five pounds, and in its shape and appearance answers precisely to the description given above. Mr. M. informs us that one stone has been found weighing 120 pounds. We have seen one in the cabinet of Yale College which weighs over 500 pounds.

Where those strange stones came from, and what right they had to invade the sovereign State of Ohio, we cannot undertake to explain. One thing we may venture to intimate in closing,—to get up an original tornado and a shower of rocks, both in one month, is doing pretty well for so new a State as Ohio.

"I WILL PUT THEM IN YOUR CARE."

"I have brought you some new scholars," said a stranger lady, the other morning, as she appeared at our school-room door, with three lovely little girls. "Your children are strangers here," we remarked. "Yes," continued the mother, "all will be new to them I suppose; none of us have learned to feel at home here yet. I have hesitated about sending them to school, they have so much water to cross, and we have never been accustomed to it before, but I will put them in your care if you will take charge of them and look after them." We promised to care for them, and as we afterward reflected upon that mother's decision, after thoughtful deliberation, to send her children to our school, we were impressed more forcibly than ever before with the thought, What a charge each mother has committed to us, in placing under our daily influence the minds of those to whom we had already imparted so many lessons. And again as we looked over our school-room and met the eighty bright eyes uplifted to ours, so ready to scan all our movements, to detect every error we might commit, copying, unawares perhaps, each motion we made, every sentiment we expressed, and equally ready to do the same themselves in future time, we questioned, Ah, who is sufficient for these things? Surely, not every one that knows enough to "keep school," not every one that "wishes to teach," but only the earnest, devoted, unselfish, patient, true lover of these immortal minds; those who practice faithfully what they know, and daily seek to increase their knowledge; who seek wisdom higher than earthly, and whose daily petition to the great Teacher, the Infinite, is, Lord teach us that we may impart aright to others.

M. A. B.

ROGER, the great tenor, has an artificial arm. It is so great a triumph of art that the honor of inventing it has been claimed by several persons. M. Roger has, however, with his new arm, written a certificate endorsing the claim of M. Mathieu, of Lille. Verily this is an age of great achievements in mechanical science.

CONNECTICUT.—Gov. Buckingham in his recent message says: "The educational interests are flourishing. The school fund has increased to \$2,044,672, and yielded an income last year of \$133,159. The cause of education is advancing. Greater attention is given to the comfort and health of the children—to the classification of scholars—to the fitness of books for study, and to the qualifications of teachers. The sum of \$84,000 has been raised by taxation for the support of schools. There have been 231 pupils in attendance on the State Normal School, and its graduates are in increased demand for teachers." It is a noticeable fact that the Normal Schools throughout the country are in a flourishing condition. The increase of pupils indicates an increased demand for "Normal" teachers, and the universal testimony of those whose business it is to watch their workings, is more strongly than ever in their favor.

EDUCATIONAL TWADDLE.

Under the above caption, we found the following communication in the Kentucky *Educational Monthly*. On commencing to read it, we were about to set down the writer as an ignoramus, when we discovered that he was indulging in rather a happy vein of irony, by means of which he introduces to the reader some highly practical and useful thoughts. Some of the readers of the EDUCATOR, who are accustomed to the "sober second thought," may be profited by *seeing the writer through*.

Since man was first gifted with the divine power of speech he has been constantly deceiving himself and his fellow mortals with—*words*.

Would that the saying of the diplomat, that words were used to conceal thoughts, were confined to diplomacy; but no, we cannot take up an educational paper, or listen to an educational address, that we are not sickened with the words "mental, moral, and physical," as though every man who wrote or spoke upon the subject were fearful that his readers or hearers should think him behind the times, not acquainted with the watch-word (we had almost said *catch-word*) of the day.

Now we solemnly protest against all this twaddle, for it is nothing more. We are opposed to the cultivation of the mind, body, and soul; and we are honest enough to acknowledge it. Our creed is this—and all teachers, school committees, and trustees, backed, too, by the parents, agree with us, as is clearly shown by their conduct—our creed, we repeat, is this: that fresh air is unwholesome; that perfect quiet is absolutely indispensable in infant schools; that books are the only sources of knowledge; and that, in the higher schools, the memory is the only faculty worth cultivating, and that it is to be stored solely with the recorded observations of men who, of course, were schooled in the same manner, and who at once, upon arriving at man's estate, awoke on their twenty-first birth-day with their powers of observation suddenly and miraculously expanded into full flower and full vigor.

We do not believe in cultivating their moral faculties, and we will, therefore, make it a practice to doubt a pupil's word, unless corroborated by some positive proof from parent or guardian. We believe them guilty of willful deception until they have proved their innocence. We will never trust them alone, without a guard mounted over them, as we consider prison discipline the most perfect adaptation of means to

ends, and therefore come as near to it as the imperfect system of school relations will allow. Believing an appeal to the higher moral faculties to be the sheerest nonsense, we maintain our authority by the rod, and, to avoid the charge of partiality, use it indiscriminately at three-minute intervals, on the ground that prevention is to cure as one ounce, avoirdupois, is to a pound.

There are various other articles in our creed, but as we wish to be perfectly fair to others, who take opposite ground, we will state the views of a fellow-teacher who has not sufficient influence with the editors of the *Monthly* to get an article of his into its pages. We will try to do his views justice, though their absurdity is manifest from the fact, that though all these great speakers upon educational topics take much the same ground, yet we can see that it is "twaddle," as we call it, or somebody would act upon it.

"Nature," says our friend, "has given to the young mind the stimulus of curiosity, and the senses are the manifest avenues by which all ideas of external things reach the mind; consequently, the more acute I render these senses, the more real knowledge the child will gain. If, then, following the lead of Nature, I teach the child not only to observe accurately, but to reason upon his observations, I have strengthened in him, directly, the two classes of faculties the most necessary to be cultivated—the perceptive and the reflective; nor, in doing this, have I found it necessary to call in the aid of other men through the medium of books. I have shown him leaves, and bugs, and worms, and birds, and animals, not forgetting himself; have pointed him to the trees, and clouds, and hills; and then, coming down from the works of Nature to the works of Art, have given a lesson from a horseshoe, or a brick; a needle, or a hammer; a piece of cloth, or leather shoe. Anything that can be seen, or felt, or tasted, or heard, or smelled, is a lesson, requiring no alphabet to learn, and no book to read.

"Were I to teach a primary school," said he, "I would, if I had an assistant teacher, have two rooms, one of which I would devote to my object-teaching, and the other to my book classes. Thirty minutes should be the longest time for which I would confine any child, *under ten*, to bench and book; the next half hour should be spent in my other and larger room, where there should be no restraint but the law of love, no stimulus but what the subjects I presented offered in the interest they awakened.

"So far from keeping the little things quiet, vocal gymnastics should be a part of their daily training, while I would not neglect the gradual and rational development of every muscle in the body. By thus turning their attention to the wonderful works of Nature, could I not, even at that early age, fill their minds with an earnest, true, and heartfelt reliance upon God, when I had shown them how wonderfully he has cared for even the little sparrow which is sold for a farthing?

"I would, also, in the regular class-room, preserve the most perfect order, for the short time they were confined to it, by teaching them self-restraint; the smallest should not be confined at all, while the older pupils should remain in the room quietly during the longer intervals, as their years and constitutions admitted of the restraint. I would, in fine, keep them interested, from the moment they entered the school till the time they left it, and I should take any evidence of listlessness, or meanness, as indicative of the failure, on my part, to perform my duty." "I fully believe," said he, in answer to a remark from us, "that many teachers are so trammelled by the rules and requirements of trustees and supervisors, that they cannot carry out, in many instances, what they know to be the best and only true method; but where they do not see it, and will not act upon correct

principles, when they are enlightened upon the subject, they have no right to be teachers.

"Thus, from the primary, up through the higher grades of schools, I would follow various modifications of the same plan; teach them from such books, when it comes time to use books, as Gray's 'How Plants Grow,' and 'Hooker's Physiology,' as well as the common branches taught in our schools. My table should be supplied, daily, with natural objects, as illustrative of the subject, and their well-trained powers of observation should thus be constantly brought into play as they examined and cross-examined the statements of their authors. Ten minutes exercise with quoits, dumb-bells, or weights, after each recitation, would correct all tendency to weakness of the chest, or curvature of the spine, while the sports of the play-ground would give still further scope for physical culture.

"Their moral training should not be a thing apart, to be conducted by lecture and drill, but should be constant, unintermitted, even after the child or the youth has left the teacher's presence for the day, or for life. His duty has been but ill-performed whose pupils do not carry his good influence with them into the world, and whose words fall upon the ear alone, leaving the heart untouched. It is not mainly, or even much, in words alone that the teacher's influence exists: the voice, the face, the very gait and dress, all play their part, and, as the index of the heart within, exert an influence for good or ill."

Now this is what our friend *says*; and now that we have written it down, it does not seem such twaddle—but then he has given us some practical hints, shown us (and it looks reasonable enough) how he would manage a school; and without bringing the *moral, mental, and physical* into any of those rounded periods that excite our ire, has, most ingeniously, we must confess, given us the *modus operandi*. Would that we could see it carried into effect once!

FO GEE.

POSITION IN SLEEPING.

It is better to go to sleep on the right side, for then the stomach is very much in the position of a bottle turned upside down, and the contents are aided in passing out by the gravitation. If one goes to sleep on the left side, the operation of emptying the stomach of its contents is more like drawing water from a well. After going to sleep, let the body take its own position. If you sleep on your back, especially soon after a hearty meal, the weight of the digestive organs, and that of the food, resting on the great vein of the body, near the backbone, compresses it, and arrests the flow of the blood more or less. If the arrest is partial, the sleep is disturbed, and there are unpleasant dreams. If the meal has been recent or hearty, the arrest is more decided, and the various sensations, such as falling over precipice, or the pursuit of wild beast, or other impending danger, and the desperate effort to get rid of it, arouses us; that sends on the stagnating blood, and we wake in a fright, or trembling, or perspiration, or feeling of exhaustion, according to the degree of stagnation, and the length and strength of the effort made to escape the danger. But when we are not able to escape the danger, when we do fall over the precipice, when tumbling building crushes us, what then? *That is death!* That is the death of those of whom it is said, when found lifeless in their beds in the morning, "They were as well as they ever were, the day before;" and often is it added, "and ate heartier than common!" This last, as a frequent cause of death to those who have gone to bed well to wake no more, we give merely as

a private opinion. The possibility of its truth is enough to deter any rational man from a late and hearty meal. This we do know with certainty, that waking up in the night with painful diarrhea, or bilious colic ending in death in a very short time, is properly traceable to a late large meal. The truly wise will take the safer side. For persons who eat three times a day, it is amply sufficient to make the last meal of cold bread and butter and a cup of some warm drink. No one can starve on it, while a perseverance in the habit soon begets a vigorous appetite for breakfast, so promising of a day of comfort.—*Hall's Journal*.

From the Ohio Educational Monthly.

OUR HOMES.

BY JOHN HANCOCK.

To every age, and even to every generation, the word Education has a different meaning. We trust that to the people of our country, it is growing broader and deeper in its significance, with each succeeding year. If we have done but little, and are yet groping in darkness for a better way, there is a spirit of inquiry abroad, which is full of promise, and which, we believe, will never be laid, until something far better than we have yet dared to dream will bless our efforts.

We do not object to what are called Practical Articles in our professional journals—though we confess to us they are sometimes rather dry reading—but we do hope that men of such large natures, as they may seem Seers in Education, will not fail to arouse us frequently by great, stirring words, to a renewed sense of the greatness of the work in which we are engaged. The history of individual enthusiasm is the history of the Race's progress. For this reason, young men are the best teachers. As they stand forth in the glorious strength of their early manhood, such vigor, such a love of all that is beautiful and good, such a loftiness of purpose, are diffused by their presence alone, as arouse nobler desires and impulses in their pupils. But after a long service in the profession, teachers are apt to lose much of this generous flame. They laugh at the early enthusiasm and freshness of their youth. Mistaken mortals! It is not the youth who was so ready to do and suffer, for the good of his fellows, that is to be pitied, but their present selves.

Whenever a man feels ashamed of the air-castles he built in his young days, which, though baseless, were very beautiful, he may be sure that he has descended to a lower plain in his inner life.

We know the tendency of experience is to harden our natures; but such need not necessarily be the result. We ought to fight against the tendency. But to make resistance effectual, we often need assistance from without. This brings us back to what we intended to say in the start. We appeal to friends of the ancient regime—of the early and palmy days of our State Association, when education was not made a matter for the head alone, but for the heart also—to give us, during the coming year, articles filled with "thoughts that breathe and words that burn." If they will but once more bestir themselves, and set earnestly to work, we shall not soon again be humiliated by the thought that this greatest and wealthiest State of the Mississippi Valley has, in her greatest interest, made a long step backward.

Thus much by way of preface. We are a deeply materialistic people.

We crowd out of sight and thought as much as possible the higher, ideal life, and push forward the unromantic, material life. While we cultivate the intellect most intensely in certain channels, the heart is left uncared for, and is finally crushed beneath the on-rolling car of Mammon. That kingdom in which the soul lives is yet inhabited by the few who have not bowed the knee to Baal. The great multitude stand without, and have not even so much as an inclination to knock for admission. On the contrary, they deride those who go in, and affect to pity the wild visionaries.

The fact is, all our systems and methods of instruction have been too much constructed with reference to success in life—to business, or a public career. Home has been almost entirely left out of consideration.

And what are our homes? Are they attractive? Is the hand of taste and cultivation manifested in their arrangement? Not so. Our people have been flattered long enough. The truth ought now to be fearlessly spoken. It is the only way by which they can be brought to a consciousness of their deficiencies. It may be that they will not receive such truth kindly,—for we remember that an article published in the *Atlantic Monthly*, which purported to show up the Homes of New England as they really are, excited a very considerable amount of indignation among some of our Puritan brethren, and we are scarcely to suppose our own people wiser.

Time was in the history of our country, when an exclusive devotion to a rude materialism was almost a necessity: forests were to be cleared away; fields to be broken; houses to be built; and a thousand obstacles to be overcome, before the country could be fitted for the abode of civilized men. At such a period, muscle is in greater demand than brain; "the diggers up of trees' roots," than the diggers of Latin and Greek roots. Then a rude cabin, with few comforts, could be tolerated; but now that the fertile soil yields an abundant harvest to toil, and wealth is so generally diffused, is it tolerable that our homes should be all that homes ought not to be—marvels of ugliness without, and within, of inconvenience?

It may be asked, how is it proposed to remedy these defects? As teachers, it is true, but a small portion of the work belongs to us; but our place is in the vanguard of every educational reform, and we may infuse a new spirit into our teachings. Such methods of instruction may be adopted as will more thoroughly fit our pupils for the life of home. As the domestic relation transcends all others, so will the highest aim of all culture be attained when men are made happy in that relation. When a refined taste has made our homes attractive, the occupation of our reform societies will be gone. Young men will no longer seek excitement and amusement at theaters and more questionable places of resort, when a purer and more exquisite pleasure can be found around the hearthstone of home.

We ought to give more attention in our schools to æsthetic culture. We believe the feelings may be so refined by proper culture as to render at least all the grosser forms of vice loathsome. And is it not surprising that with the appliances for such a culture lying all about us, it has been so totally neglected? God has adorned His Universe with a lavish hand; and yet men accounted educated are blind to its glories and beauties. Many who have been raised for a little space above the grosser forms of the world, by their training, as soon as their school days are ended, return again to their wallow. The material forms of life entirely absorb them; to them is never revealed the glory and majesty of the spiritual life.

There is a natural yearning in all unperverted minds toward nature. How often do we see in the pent up streets, and even filthy lanes of our cities, amid their continuous miles of brick and mortar, here and there

a little plat of green grass, bright and fresh from frequent waterings; and on window sills, and in sunny nooks, beautiful and carefully-tended flowers. The love for these we may imagine to have come down to us through the long ages of sin and misery, from that primal home in Paradise.

We can easily imagine how the love for a flower, in a rude nature, may expand into a love for other and higher forms of nature; into a love for art,—engravings, pictures, sculpture, and music; and finally culminate in a love for noble thoughts and noble deeds. And it is our privilege, as teachers, to plant the young feet in these pleasant paths of knowledge.

But to be more specific. What are the outward adornings of our homes? Look at our farm houses. In the most of them, what taste has been displayed in the selection of the situation, or in the style of the architecture? The site is generally some barren knoll, possessing not one alluring trait, except that the ground is high—and why should a man build a fine house, if it is not to be seen by all his neighbors? The style of the architecture is that of an oblong box, divided into the requisite number of rooms, apparently a strict eye always being kept to arranging them in an order the most inconvenient possible. The forest trees and shrubs, or anything that could afford the least shade, are most scrupulously cut away; and the house is exposed naked to the un pitying winds of winter and the blazing sun of summer. The inside is not much more attractive or comfortable than the outside. No pictures or engravings on the walls; no ornaments on the mantle; no centre-table with its load of precious books; no flowers on the window-sills; but ranged around in stiff formality, a few straight-backed chairs, and in a corner a hard settee.

Fortunately taste is not always an expensive luxury. A cottage of simple style, comfortable and convenient, a pleasant thing to look upon, and a fit dwelling for love, would not cost half the sum that was required to build the great, barnlike, staring structure of red brick.

Having done what we could to improve the outside of the home, how are we to make the inside more attractive? We refer not to furniture—though this should be neat and in perfect taste—but to the nightly meeting of the family about the fireside. One means—and certainly a very important one—is reading aloud. But that this may be even bearable, our youth must first be taught to read—not that mechanical performance, that is sometimes by courtesy termed reading, but such a delivery of an author's words as shall forcibly and beautifully express all the endless variety and shades of meaning that may be contained in his subject. Those who have listened to elocutionists of the first class, know something of the rich intellectual treat the highest style of reading affords; how it unfolds glories and beauties in their favorite authors never seen before. With such reading, and a proper selection of books, every house will contain within itself an exhaustless source of intellectual culture and refinement, as well as amusement.

Again: whatever may be our opinion of our modern theatrical representations, nothing is more certain than that the drama has always held the highest rank in the literature of all languages and nations, and it probably will always continue to do so. We therefore see no good reason why young men and women may not read well-selected plays together in the family, or even meet from different families for the purpose; but we do see how this also might be made a means of cultivating a high literary taste.

Then music. Who is able to estimate its humanizing influence? And what can be more delightful than to hear the well-tuned voices of brothers and sisters joined in song? In a family where music has its con-

stant dwelling, quarrelings can never come. The souls of the different members will be united as are their voices in sweetest harmony.

This list of the means of making our homes better and happier is not presented as an exhaustive one. Yet these alone it seems to us are sufficient to render every Christian home the most desirable place for its inmates of any on earth. And these means, too, are within the reach of all. We have always believed that no soul, in our State at least, need grow up distorted and unhealthful for the want of light and food. We have but to reach forth our hand, and we find in its grasp all that is necessary for the most thorough culture.

We conclude by asking whether it shall not be made a point to so remodel our educational systems as to train up our sons and daughters more with the design of making them admirable men and women, than that they should be taught to look upon education only as a means of making a figure in the world? Shall not our young men be taught that there is something beyond, higher, though calmer it may be, with less of wild and unhealthy excitement about it, than is to be found in the career of the author, warrior, or politician, however successful he may be,—the individual life, with its most cherished hopes and joys concentrated in home?

THE DANGERS OF SPRING.

According to the highest medical authority a great many more persons die in April and May than in November and December. The natural causes are, 1st—the increased dampness of the atmosphere, proven by the fact that doors which shut easily in winter, do not do so in summer.* 2d—Nature takes away appetite for meats, for heat-giving food, in order to prepare the body for the increased temperature of summer. But two errors, in practice at this time, interfere with wise nature's arrangements, and induce many painful and dangerous diseases. First, the amount of clothing is diminished too soon. Second, the convenience of fires in our dwellings are removed too early. All persons, especially children, old people, and those in delicate health, should not remove the thickest woolen flannel of mid-winter until some time in May, and then it should be merely a change to a little thinner material. Furnaces should not be removed, nor fire-places and grates cleaned for the summer, until the first of June; for a brisk fire in the grate is sometimes very comfortable in the last week of May; that may be a rare occurrence, but as it does sometimes take place, it is better to be prepared for it than to sit shivering for half a day with the risk to ourselves and to our children, of some violent attack of spring disease, by inattention to these things. Four causes are in operation to chill the body and induce colds and fevers. First, the dampness of the atmosphere in May. Second, that striking falling off in appetite for meats and other "heating" food. Third, the premature diminution in clothing. Fourth, the too early removal of the conveniences of fire. And when the very changing condition of the weather of May is taken into account, it is no wonder that, under the influence of so many causes of the diminution of the temperature of the body, many fall victims to disease. In November, the healthiest month in the year, when we have put on our warmest clothing, and kindled our daily fires, we have found a keen relish for substantial food, while the dampness of the atmosphere has been relieved by the condensation of increasing cold. The wise will remember these things for a lifetime, and teach them to their children.

Poetry.

From the Ohio Educational Monthly.
 "WHO IS SUFFICIENT."

BY MABLE LOYD.

Six and thirty little mortals
 Coming to be taught;
 And mine that most "delightful task,"
 "To rear the tender thought."
 Merry, mischief-loving children,
 Thoughtless, glad and gay;
 Loving lessons "*just a little*,"
 Dearly loving play.

Six and thirty souls immortal
 Coming to be fed—
 Needing "food convenient for them,"
 As their daily bread.
 Bright and happy little children,
 Innocent and free;
 Coming here their life-long lessons
 Now to learn of me.

Listen to the toilsome routine,
 List, and answer then—
 "For these things who is sufficient,"
 'Mong the sons of men?
 Now they, at the well-known summons,
 Cease their busy hum;
 And, some with pleasure, some reluctant,
 To the school-room come.

Comes a cunning little urchin,
 With defiant eye,
 "Making music" with his marbles
 As he passes by.

But alas! the pretty toys are
 Taken from him soon:
 And the music-loving Willie
 Strikes another tune.

Comes a lisping little beauty,
 Scarce five summers old;
 Pleading with resistless logic,
 "Please, Mith, I'm *stho* cold."
 Little one, the world is chilly,
 All too cold for thee—
 From its storms, our Father shield thee,
 And thy refuge be.

While I turn to caution Johnny
 Not to make such noise,
 Mary parses, "Earth's an adverb,
 In the passive voice."
 Well, indeed, it must be passive,
 Else it is not clear,
 How such open language-murder
 Goes unpunished here.

Second Reader class reciting—

"Lesson verse or prose?"

None in all the class is certain:

Each one *thinks* he knows.

"Well," is queried then, "the difference

"Who can now define?"

Answers Rob—"In verse they never

Finish out the line."

'Tis an idea suggestive,

And as time rolls on,

Hears my heart a solemn query—

Is my day's work done?

Though the promised hours I've given

To this work of mine,

Have I, in the sight of Heaven,

Finished out the line?

Oh, it is "too fine a knowledge"

For our mortal sight:

All these restless, little children,

How to lead aright;—

He who prayeth while he worketh—

He who loveth all—


He alone may walk before them

Worthily and well.

WHAT IS EDUCATION.—The word education is the highest of a series of terms, all implying something in common, yet expressing very different ideas. The word improvement is used of whatever grows gradually better, of a fruit, of a field, of stock, or of man. We use it where the thing in itself, either with or without foreign assistance, so changes as to be reckoned of a better quality, or of more worth than formerly. The term cultivation has an import somewhat more dependent on a foreign agency. Thus a field is cultivated—an inanimate object made better by an extraneous agency. We speak of training a dog or a horse. This is where the object is intelligent and has a will of his own. Then when he becomes better fitted for another use, we say we have trained him. Again we speak of disciplining soldiers, and we mean that we so exact obedience and orderly movements, as to compel beings with free wills to move with the regularity of machines. But education, in some sense, includes each of these, embracing improvement, cultivation, training, discipline, and instruction, together with a higher idea superadded—of self-elevation developing individual characteristics.

FAMILY DISCIPLINE.—A great aim in family discipline, remarks the Philadelphia *North American*, should be to provide for each of the juveniles some line of pursuit which will give them a cause of usefulness and necessity to the household. This feeling, properly instilled into their minds, will make them members of society, valuable to others, and happy in themselves. The Creator, who makes nothing in vain, does not in vain send human beings into the world, if only they would find places and fill them. Idle men and women are the bane of any community. They are not simply clogs upon society, but become sooner or later causes of its crime and poverty, its folly and extravagance. In plain English, every family motto should read: "Be somebody. Do something."

Editorial Department.

 All communications and business letters should be addressed to "MISSOURI EDUCATOR, Jefferson City, Mo."

APPORTIONMENT OF SCHOOL MONEYS.—The tabular exhibit of the apportionment of State School moneys for 1860, will be found in this number. It was omitted last month by oversight. It will still be useful for reference.

CORRESPONDENCE.—The following correspondence explains itself, and is printed here because it was not furnished in time to be inserted in connection with the excellent address to which it alludes:

JEFFERSON CITY, June 15th, 1860.

REV. R. H. WELLER—*Dear Sir:* The young ladies of the Jefferson City Female College, having a high appreciation of the excellent address you delivered to them on the 13th inst., have conferred upon the undersigned members of the graduating class, the privilege of requesting a copy of the same, for publication in the MISSOURI EDUCATOR. Wishing at all times, sincerely, for your prosperity and happiness, we remain,

Yours truly,

MAGGIE HAYNIE, ALICE ALBERTSON, KATE BOHANNON, LIZZIE MILLER, NELLIE UTZ.	}	Committee.
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JEFFERSON CITY, June 15th, 1860.

Misses HAYNIE, ALBERTSON, BOHANNON, MILLER and UTZ:

Young ladies, your note of the 15th is received, and I herewith transmit to you a copy of the address for publication.

Hoping that your lives may be happily passed in the earnest discharge of your duties, in society, as christian women, I remain,

Yours truly, and affectionately,

R. H. WELLER.

MISSOURI STATE TEACHERS' ASSOCIATION.

The Fifth Annual Meeting of the Missouri State Teachers' Association will be held in St. Louis, in the Hall of the High School Building, corner of Olive and Fifteenth streets, On Tuesday, Wednesday, and Thursday, the 10th, 11th, and 12th, of July, 1860.

Arrangements have been made with the Pacific, Iron Mountain, North Missouri, Hannibal and St. Joseph Railroads to grant free return tickets to members of the Association, on receiving the certificate of the President and Secretary that they passed over the road in coming to attend this meeting.

The Ohio and Mississippi road, will sell, at their principal stations, round tickets at half price.

Hotels will accommodate on reduced terms. Free entertainment will be provided for ladies.

The Committee of Reception will be in waiting on Tuesday, P. M., and thereafter, at the office of the School Board, Market street, between 4th and 5th.

C. S. PENNELL, *President*,

W. T. HARRIS, *Secretary*.

PROGRAMME.

TUESDAY, EVENING SESSION.—At 8, an Address of Welcome to the Association, by EDWARD WYMAN, President of the Board of Directors of the St. Louis Public Schools.

At 8½, A lecture by C. S. PENNELL, President of the Association. Subject: "English Literature."

WEDNESDAY, MORNING SESSION.—At 9, An Essay, by JAS. MARTLING. Subject: "The Powers of Teachers in their legal aspect." An Essay: by B. W. VINEYARD, President of Pleasant Ridge College, Weston, Mo. Subject: "Natural Philosophy." Report of Committee on State Normal Schools.

At 11:15, An Essay by Mrs. SPENCER SMITH, of St. Louis. Subject: "Progress." Reports of Educational Progress in different counties.

AFTERNOON SESSION.—At 3:30, A lecture by DANIEL REED, LL. D., of Madison, Wisconsin.

An Essay by C. F. CHILDS. Subject: "Special Studies for Teachers."

At 4:30, An Essay by Miss M. J. CRAGIN. Subject: "What constitutes success in teaching." Reports from counties continued.

EVENING SESSION.—At 8, A lecture by E. C. WINES, D. D., President of City University, St. Louis. Subject: "Universal Education the readiest and the surest road to Individual and National Wealth."

THURSDAY, MORNING SESSION.—At 9, Election of Officers.

At 10, A lecture by Prof. JAS. LOVE, Liberty, Mo. Subject: "Moral Education." An Essay by Miss CHRISTINE PEABODY, Springfield, Mo. Reports from counties continued.

AFTERNOON SESSION.—At 3:30, Report on the Defects of existing textbooks, by J. C. PARKS, Brunswick, Mo. Discussion of the subject presented in the Essay.

EVENING SESSION.—At 8, A lecture by Prof. G. C. SWALLOW.

NORTH CAROLINA STATE SUPERINTENDENCY OF COMMON SCHOOLS.

In the June number of the *N. C. Journal of Education* the State Superintendent of Common Schools, Hon. C. H. WILEY, addresses a "Letter to Examiners," from which we glean some thoughts and suggestions in regard to the Common School system of that State. Said communication is designated the "Eighth Annual Letter of Instructions and Suggestions"—indicative of the fact that their public school organization has existed only a few years. Indeed, the Superintendent recog-

nises the fact that the system is in its infancy. Already, however, the public mind has become aroused upon the subject, is beginning to comprehend its imperfections, and is demanding additional and improved facilities for the education of the masses. The system embraces the children and youth of the State between the ages of six and twenty-one years. The merit of *graded schools* is seen, and to some extent appreciated, but none yet exist in the State. The law requires all teachers of Common Schools to be licensed; and for this purpose the Board of Examiners meet three times a year. Examiners have discretionary power in regard to the qualifications they will demand, and are to be governed by the want to be supplied. The Superintendent advises the encouragement of female teachers, especially for summer schools, which he would have in all the districts, for the accommodation of juveniles: and for the present, that those be licensed who are "well qualified to teach *Spelling, Reading, Writing, and Arithmetic*;" while he would license no male who is not also qualified to teach *Geography and Grammar*. Females, he thinks, "are incomparably the best teachers" of small children.

A thoroughly qualified teacher he regards "a tolerably good substitute for graded schools," where the latter cannot be had; and therefore, "in every county where it is possible to have as many well-qualified teachers as there are schools, he would grant no certificates to any other class, except to females who will teach summer schools, composed of the smaller children. He would have examinations "conducted only in the presence of the Examining Committee, the applicants for license, and such judicious persons as may be invited to attend;" but would deliver the certificates with open doors, and would have the public invited to be present. He insists that a certificate must not be granted to any one "*who does not prove an unexceptionable moral character*," and the testimony must be reliable.

The law excludes all other than English studies from the Common Schools, and this feature the Superintendent approves.

The Superintendent recommends that once a year, at the last examination, a public address be delivered by some competent person, to the teachers of the county, and that the public be invited to attend.

We submit his tenth point, in his own language, as follows:

An organ for the periodical circulation of decisions, forms, regulations, laws, statistics, and suggestions, among all the teachers and officers of the Common Schools, is one of the very first necessities of the system; and I cannot but think the time will come when all will be surprised to think the want of such a simple and useful agency should have been tolerated for a single year.

* * * * *

There must be a vehicle of regular and sure communication between the Head of our System and all his subordinates, and between these different agencies; and do you not yourselves see and feel the importance of such a periodical to your own usefulness? How can you enforce general rules if you cannot bring them to the attention of all concerned? How are you, or I, or the chairman, to reach all the District Committees with informa-

tion, statistics, and decisions, which it is all important for them to know? How are good practices in our county, or on the part of one official agency, to be brought to the notice of others, and made the means of exciting emulation? How are valuable suggestions to be brought to the attention of all concerned? How are local errors to be brought under the influence of public opinion?

He urges the Board of County Superintendents to use their influence in extending the circulation of the *Journal*. In his zeal for the cause he feels that such an organ is indispensable to the efficient discharge of his own duties. *And so must every such officer feel, who rightly appreciates his responsibilities, and adequately estimates the influence that can be thus wielded.* He therefore promises to occupy, officially, a considerable portion of each number with matter adapted to the wants of teachers and school officers.

The Superintendent is laboring to secure the erection, in each county, of a "neat and economical building for the exclusive use of the Common School officers and teachers of the county."

In his concluding remarks, while he does not say in so many words, that the licentiate should subscribe to the Christian faith as the guide of his or her life, he reminds Examiners "that none who deny the being of God, or the divine authority of the Old and New Testament, are allowed to hold any civil trust under the Constitution of our (that) State."

We place the gist of Superintendent WILEY'S "Letter" before our readers, not as official information to them, but as conveying some idea of the Common School system of a sister State, and as, in some respects, suggestive to us.

LETTER FROM PROF. TRACY.

DEAR DOCTOR:—"There's a good time coming;" don't you wish it was already here? But that would deprive you, and me, and many thousand others of the pleasure of working to bring about this glorious consummation. Would you be quite willing to have the imperfections and defects of our educational, social, and moral system so thoroughly removed or remedied, that there should be no possible chance of improvement, that you might lie down and *rust out* the balance of your life? If you are the true man I take you to be, you might pray for the first, but would earnestly deprecate the last part of the proposition. Oh, how we need more earnest men and women, to *work*, not *loaf*, in the great field of intellectual and moral culture! A lazy teacher is of all abominations the most abominable; and yet the world, and even the western part of it, has examples of men who thought it was easier to cultivate mind than potatoes, and they have exchanged the plough for the birchen scepter, and have set about the work in their own peculiar way. In the economy of bees, it is necessary to have *drones*, but the moment their destiny is fulfilled, they are killed and put out of the hive. It would not be amiss if Anderson, the fool-killer, or some other fabulous gentle-

man, would act the same part towards the drones in the great human bee-hive. In the great work of educational progress and reform, we need living, working, earnest men; and it is pleasant to know that we have many such already, and others growing up and coming into the field, in the true spirit of the age. To encourage the faint and admonish the slothful, let me give you a brief extract from a letter I have just received from one of the practical, hard-working teachers of Missouri. I was providentially prevented from being at Liberty, to meet the writer and his worthy associates of Clay county, but the letter shows what they are about, and what they intend to accomplish. All honor to the teachers of old Clay. They began the work of associational effort in Missouri, and they don't intend to be outstripped by other counties.

The letter is from GEO. HUGHES, Esq., the worthy School Commissioner of Clay county.

LIBERTY, June 2d, 1860.

PROF. J. L. TRACY:

Dear Sir: The annual session of our Teachers' Institute has just closed, and a more interesting and better attended session was never held in our county. We had thirty teachers in attendance, nearly double the number attending any previous session, and being about three-fourths of the whole number of teachers employed in the county. We hope in another year to be able to secure that very difficult, but desirable object—the attendance of the entire number of teachers employed in our county.

The public manifested great interest in our proceedings, and came out by hundreds to witness the exercises.

We had you announced for Friday and Saturday, and were much disappointed by your failure, as we had promised ourselves quite a feast. I regret that I did not receive your letter from Boonville, until after we had adjourned on Saturday.

We appointed delegates to the State Association, and several of us will be down.

Hoping that success may crown your noble efforts in behalf of our Common Schools, I am, with great respect, your ob't serv't,

GEO. HUGHES.

Last week I spent a day or two very pleasantly at Glasgow, in attendance upon the meeting of the Howard County Teachers' Association. There was a fair representation of teachers, and a large attendance of the people during most of the session. This county embraces a number of representative teachers, those who have made their mark upon the educational history of Missouri, and such men are always foremost in the work of building up and sustaining a Teachers' Institute. Glasgow, the place where the meeting was held, is wide awake upon the subject of education, and is making liberal provision in its behalf. The Glasgow High School, under the Supervision of Prof. W. T. DAVIS, formerly of the Masonic College, is well worthy of the encouragement it receives, and the Female Seminary, under the care of Mr. F. STROTHGER, and his excellent lady, late of Charlottesville, Virginia, is spoken of in the highest terms by patrons and the community generally. Glasgow is cut off from immediate railroad connection, but she seeks a more

substantial and enduring prosperity in the right education of her children. All honor to the intelligence and moral worth of the people there and *thereabouts*.

The Spelling Exercise at Glasgow resulted in giving the prize to Miss MAGGIE VAUGHN, daughter of Dr. Vaughn, of that city.

Next week I go to Huntsville, and Savannah in Andrew county; the week following to Mexico in Audrain; and then I hope to have the pleasure of meeting several hundred fellow-workers at our anniversary in St. Louis. Till then adieu. Yours truly,

J. L. TRACY.

P. S. I am not unfrequently written to by a county association, to inquire for the terms upon which I can make them a visit, and assist in the work of an Institute. I take this method of saying in answer to such inquiries, that, at present, my expenses are provided for by private individuals who are interested in the educational affairs of Missouri. With the courtesy and liberality of the railroads, allowing me to use their trains to visit the counties upon their lines, and the abundant hospitality of the people, wherever I go, there is nothing to complain of, and much to be grateful for. Sometimes also provision is made for my travel to and from the nearest point on a railroad. Beyond such courtesies as these, there is nothing expected in return for any service I may be able to render.

AMERICAN NORMAL SCHOOL AND NATIONAL TEACHERS' ASSOCIATION.

A Joint meeting of these Associations will be held at Buffalo, New York, commencing on Tuesday, the 7th of August next, and continuing through the week.

The Normal Association will organize on Tuesday, at 10 o'clock, A. M. Introductory Address by the President.

The National, on the following day, at the same hour and place. Introductory Address by the President.

Lectures will be delivered, and papers presented by the following gentlemen, viz: Messrs. B. G. Northrop, of Mass.; J. P. Wickersham, of Penn.; D. N. Camp, of Conn.; E. North, of Hamilton College, N. Y.; John Kneeland, of Mass.; Wm. H. Wells, of Illinois; E. L. Youmans, of N. Y.; Mr. —, of the South, and Mr. —, of the South-west.

We are not able to name all the gentlemen, who are to lecture, nor the subjects upon which they are to speak, as definite information has not been received, in relation to these particulars.

It is expected that papers will be presented for discussion on the most important themes, pertaining to the several departments of instruction, government, and discipline, from the Primary School to the University.

The Order of Exercises will be announced at the meeting.

In view of the character of the gentlemen who are to lecture; the subjects to be presented; the sections of country, and departments of In-

struction represented; the general interest felt for both Associations throughout the States, and the locality of the place of meeting, (within an hour of Niagara,) it is expected that this will be the largest and most important Educational Meeting ever held in the United States.

The local committee, at Buffalo, are making all necessary arrangements for the meeting. The citizens of B., will entertain the ladies gratuitously. A reduction in the charges will be made to those who put up at the hotels.

Persons on arriving in B., may receive all necessary information, by calling on the local committee, at the Library rooms of the Young Men's Association.

On some routes of travel, a reduction of fare has been secured. Negotiations are in progress with others, which we hope may be successful.

For further information, address Oliver Arey, Chairman of local committee, Buffalo; W. F. Phelps, Trenton, N. J.; J. W. Bulkley, Brooklyn, N. Y.; B. G. Northrop, Saxonville, Mass.; Z. Richards, Washington, D. C.; W. E. Sheldon, West Newton, Mass.; and James Cruikshank, Albany, New York.

Educational and other Journals throughout the country, are respectfully requested to insert this notice.

By order of Committee on publication of Programme.

W. F. PHELPS, *President of the A. N. S. A.*

J. W. BULKLEY, *President of the N. S. A.*

BROOKLYN, June 13, 1860.

THE SOUTHERN TEACHER.—The *National Educator*, published at Pittsburgh, Pa., speaking of the *Southern Teacher*, edited and published by Prof. Barton, of Montgomery Alabama, says:

We have received the first four numbers of this ably conducted, and already highly popular magazine. It is a model in matter, style, and mechanical execution, and is worthy of liberal patronage. It cannot fail to elevate the standard of education in the South, and wherever else it may be circulated. Much praise is due Prof. Barton for his indefatigable labors in the cause of education. We hope that his excellent journal, and his admirable series of text-books, may have a wide circulation, and that all his educational efforts may be crowned with success. Persons wishing to become yearly subscribers for the journal, should enclose a dollar to the address of W. S. Barton, A. M., Montgomery, Alabama.

After what we have already said of the *Southern Teacher*, Prof. BARTON, and his series of text-books, it is unnecessary for us to say that we heartily endorse the above.

Prof. BARTON is doing his country a service for which he will be remembered after his labors are ended.

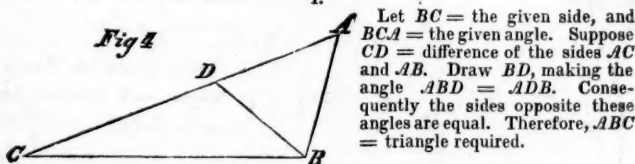
THE NATIONAL EDUCATOR, a monthly, edited and published at Pittsburgh, Pa., by R. CURRY, A. M., was commenced last January. It is an octavo of 32 pages, ably edited and handsomely printed. Terms, \$1 per annum.

Mathematical Department.

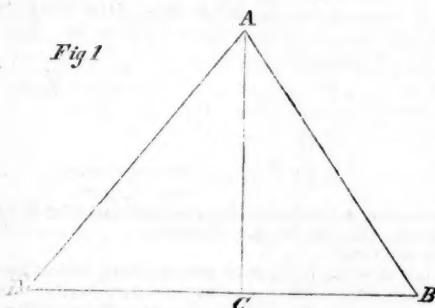
EDITED BY JAMES T. CLARK.

GEOMETRICAL PROBLEMS.

I.



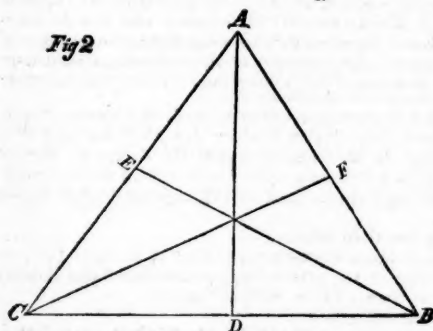
II.



In the two right-angled triangles ABC and ACD , we have $AB^2 - BC^2 = AC^2$, and $AD^2 - DC^2 = AC^2$. Both these equations being equal to the same thing are equal to each other: $AB^2 - BC^2 = AD^2 - DC^2$. By transposition we get $AD^2 - AB^2 = DC^2 - BC^2$. Q.E.D.

APPLICATION OF ALGEBRA TO GEOMETRY.

I.



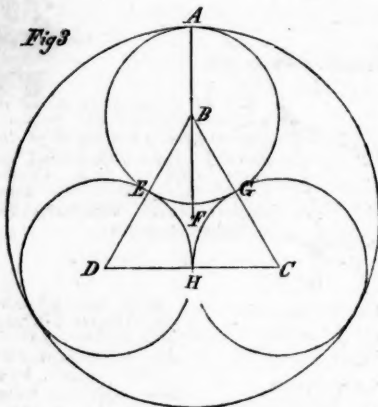
Let $AD = a$, $BE = b$, and $CF = c$. Also, let $AF = x$, $EC = y$, and $CD = z$. Twice the square of the bisecting lines, together with twice the square of half the base, equals the sum of the squares of the other two sides. Hence, (1) $2a^2 + 2z^2 = 4y^2 + 4x^2$; (2) $2b^2 + 2y^2 = 4z^2 + 4x^2$; (3) $2c^2 + 2x^2 = 4z^2 + 4y^2$. Subtract equation (2) from (1), after transposing and reducing, and we have $3y^2 - 3z^2 = a^2 - b^2$. Double equation (3), transposing and adding it to (2), and we have $3y^2 + 6z^2 = 2c^2 + b^2$. From this subtract the last equation, and

we have $9z^2 = 2c^2 + 2b^2 + a^2$. Hence, $z = \sqrt{\frac{2c^2 + 2b^2 + a^2}{9}}$; and

$2z$ or $BC = 2\sqrt{\frac{2c^2 + 2b^2 + a^2}{9}}$. In like manner AB and AC may be found.

II.

Fig 3



Let $AF = d$, and $BE = x$. We then have by the right-angled triangle BHC , $3x^2 = BH^2$, and $x\sqrt{3} = BH$. By Geometry, $\frac{2}{3}$ of $BH = BF$; that is, $\frac{2x}{3}\sqrt{3} = AF$.

Hence, $\frac{2x}{3}\sqrt{3} + x = d$.

Square each side of this equation, and we have $\frac{4x^2}{9} \times$

$3 = (d - x)^2 = d^2 - 2dx + x^2$. This reduced gives $3x^2 + 18dx = 9d^2$, or $x^2 + 6dx = 3d^2$. From which we get $x = d\sqrt{12} - 3d$. Ans.

Mt. Pleasant, Miller County, }
June 16, 1860.

Pursuant to previous notice, a number of the teachers and friends of education of Miller county, convened at Mt. Pleasant.

President WARD took the Chair.

The minutes of the last meeting being read and received, the following named gentlemen were duly elected, and became members of the Miller County Teachers' Institute: Dr. J. H. COTTON, BUEL T. ROOT, Esq., JAS. H. SHIPLEY, JOHN H. SULLENS, Dr. JAS. F. MORRIS, JAS. H. TODD, Wm. F. FRANKLIN, JAS. M. VERNON and Wm. HAWKINS, Esq.

On motion of Dr. JAS. H. COTTON, an executive committee was appointed, consisting of Wm. J. McCASLAND, W. M. LUMPKIN, and JAS. H. SHIPLEY, to arrange the order of business for the next regular meeting.

BUEL T. ROOT, Esq., moved the adoption of the following resolution:

Resolved, That we, the members of this Association, believe it to be advantageous to the teacher and pupils to teach silent schools.

Upon which an animated discussion ensued, Dr. J. H. COTTON, Wm. J. McCASLAND, BUEL T. ROOT, Esq., DAVID DUNCAN, JAS. H. TODD, and Wm. M. LUMPKIN participating; at the close of which Dr. JAMES F. MORRIS came forward, and with an interesting speech entertained the audience, making many practical suggestions, and taking a general view of the question.

The above resolution was then adopted.

After the transaction of other business, on motion of Dr. J. H. COTTON, it was ordered, that a copy of the proceedings be furnished the MISSOURI EDUCATOR, and *Morgan County Forum* for publication.

On motion, the meeting adjourned.

CHARLES M. WARD, *President*.

W. M. LUMPKIN, *Secretary*.

APPORTIONMENT OF STATE SCHOOL MONEYS, 1860.

<i>Counties.</i>		<i>Counties.</i>	
Adair.....	\$2,182 80	Linn.....	\$2,172 60
Andrew.....	2,512 60	Livingston.....	2,195 92
Atchison.....	1,171 64	McDonald.....	1,098 20
Audrain.....	1,469 48	Macon.....	3,513 56
Barry.....	2,020 28	Madison.....	1,312 40
Barton.....	431 12	Maries.....	1,505 52
Bates.....	1,784 32	Marion.....	3,327 92
Benton.....	2,142 00	Mercer.....	2,745 16
Bollinger.....	1,571 48	Miller.....	1,804 04
Boone.....	3,596 52	Mississippi.....	999 60
Buchanan.....	4,965 36	Moniteau.....	2,511 24
Butler.....	646 68	Monroe.....	3,217 08
Caldwell.....	1,241 00	Montgomery.....	1,789 08
Callaway.....	2,841 04	Morgan.....	1,534 08
Camden.....	1,090 72	New Madrid (no report.)	
Cape Girardeau.....	3,365 32	Newton.....	2,244 00
Carroll.....	2,369 80	Nodaway.....	1,928 48
Carter.....	261 12	Oregon.....	808 52
Cass.....	1,926 44	Osage.....	2,154 24
Cedar.....	1,850 96	Ozark.....	1,042 44
Chariton.....	3,034 16	Pemiscot.....	526 32
Christian.....	1,462 68	Perry.....	2,122 96
Clark.....	3,323 84	Pettis.....	2,124 32
Clay.....	2,494 92	Phelps.....	960 68
Clinton.....	1,770 72	Pike.....	3,440 12
Cole.....	2,246 04	Platte.....	4,017 44
Cooper.....	3,461 88	Polk.....	2,676 48
Crawford.....	1,506 88	Pulaski.....	815 32
Dade.....	1,829 20	Putnam.....	2,842 40
Dallas.....	1,605 48	Ralls.....	1,846 20
Daviess.....	2,700 28	Randolph.....	2,357 56
DeKalb.....	1,566 72	Ray.....	3,265 36
Dent.....	1,275 68	Reynolds.....	847 28
Douglas.....	742 56	Ripley.....	1,198 16
Dunklin.....	1,130 16	St. Charles.....	3,102 16
Franklin.....	3,555 04	St. Clair.....	1,789 76
Gasconade.....	2,365 72	St. Francois.....	1,911 48
Gentry.....	3,312 96	Ste. Genevieve.....	1,665 32
Greene.....	3,321 80	St. Louis.....	34,623 56
Grundy.....	2,667 64	Saline.....	2,545 24
Harrison.....	3,023 28	Schuyler.....	2,016 88
Henry.....	2,067 88	Scotland.....	2,512 60
Hickory.....	1,047 20	Scott.....	1,263 44
Holt.....	1,677 56	Shannon.....	544 00
Howard.....	2,629 56	Shelby.....	1,761 88
Howell.....	698 36	Stoddard.....	2,199 12
Iron.....	743 24	Stone.....	681 36
Jackson.....	3,925 64	Sullivan.....	2,204 56
Jaaper.....	2,118 20	Taney.....	1,025 44
Jefferson.....	2,311 32	Texas.....	1,843 48
Johnson.....	3,235 44	Vernon.....	1,268 20
Knox.....	2,448 00	Warren.....	1,995 12
Laclede.....	1,428 68	Washington.....	2,168 52
Lafayette.....	3,236 80	Wayne.....	1,451 12
Lawrence.....	2,680 56	Webster.....	2,028 44
Lewis.....	2,658 12	Wright.....	1,009 80
Lincoln.....	2,924 68		

GENERAL STATEMENT.

Amount brought forward from apportionment of 1859.....	\$1,056 49
Bank dividends to 1st January, 1860	57,566 80
Interest on railroad bonds to 1st July, 1859.....	600 00
Twenty-five per cent. of State revenue.....	203,732 82
	<hr/>
	\$262,956 11
Amount apportioned in May, 1860.....	262,234 52
	<hr/>
Balance in Treasury.....	\$721 59
Total number of children in the State between 5 and 20 years of age,	385,639

Literary Notices.

SCIENTIFIC AMERICAN.

One of the most interesting and useful publications of the day is the *Scientific American*, a weekly publication, devoted to popular science, new inventions, and the whole range of mechanic and manufacturing arts. The *Scientific American* has been published for fifteen years, by the well known Patent Solicitors, Messrs. Munn & Co., 37 Park Row, New York; and has yearly increased in interest and circulation, until it has attained, we understand, nearly 30,000 subscribers, which is the best of evidence that the publication is appreciated by the reading public.

To those of our readers who may not be familiar with the character of the paper, we will state some of the subjects of which it treats. Its illustrated descriptions of all the most important improvements in steam and agricultural machinery, will commend it to the Engineer and Farmer, while the new household inventions and shop tools which are illustrated by engravings and described in its columns, with the practical receipts contained in every number, renders the work desirable to house-keepers, and almost indispensable to every mechanic or smith who has a shop for manufacturing new work, or repairing old.

The *Scientific American* is universally regarded as the inventor's advocate and monitor; the repository of American inventions, and the great authority on law, and all business connected with patents. The Official List of Claims, as issued weekly from the Patent Office, in Washington, are published regularly in its columns. All the most important Patents issued by the United States Patent Office are illustrated and described on its pages, thus forming an unrivalled history of American inventions.

It is not only the best, but the largest and cheapest paper devoted to Science, Mechanics, Manufactures, and the Useful Arts published in the world. Hon. Judge Mason, formerly Commissioner of Patents, is not only engaged with the publishers in their immense Patent Agency department, but as a writer on Patent Laws and Practice, his ability is forcibly portrayed in the columns of this paper.

The *Scientific American* is published once a week, (every Saturday,)

each number containing 16 pages of letter-press, and from 10 to 12 original Engravings of New Inventions, consisting of the most improved Tools, Engines, Mills, Agricultural Machines and Household Utensils, making 52 numbers in a year, comprising 832 pages, and over 500 Original Engravings, printed on heavy, fine paper, in a form expressly for binding, and all for \$2 per annum.

A New Volume commences on the 1st of July, and we hope a large number of our friends will avail themselves of the present opportunity to subscribe. By remitting \$2 by mail to the publishers, Munn & Co., 37 Park Row, New York, they will send you their paper one year, at the end of which time you will have a volume which you would not part with for treble its cost. The publishers express their willingness to mail a single copy of the paper to such as may wish to see it, without charge.

McGUFFEY'S JUVENILE SPEAKER.—When we say that this little work is admirably adapted to the purpose for which it was compiled, and that it is equal in excellence to the other Speakers and Readers, by the same talented author, we are bestowing unqualified commendation and praise. No man has done a nobler work for the youth of the West, and no man has a more substantial and enduring popularity amongst teachers, pupils and people than Mr. McGUFFEY, the well known author of the Eclectic series of Readers. These Readers, and the Arithmetics of Prof. RAY, belonging to the same educational series, are known in every school district, we might almost say in every family, in Missouri. These excellent books are officially recommended for the Common Schools of Missouri; and whenever the people unite to discountenance unnecessary change and innovation, they will save their pockets from a useless tax, and their children from the worse evil of mental dissipation.

NORTH CAROLINA JOURNAL OF EDUCATION.—In the June number of the *N. C. Journal of Education*, it is stated that the Boards of Superintendents of seventeen counties have supplied all of the school districts of their respective counties with copies of said Journal, "in accordance with the provisions of a law passed by the last Legislature." In several other counties some of the districts receive it. As a means of bringing all connected with the schools into immediate communication with the General Superintendent and other officers of the system, the Boards in all the counties are urged to give the *Journal* a circulation in their several districts.

ACT UPON IT.—High and narrow seats are not only extremely uncomfortable for the young scholar, tending constantly to make him restless and noisy, disturbing his temper and preventing his attention to his books, but they have a direct tendency to produce deformity of his limbs. Seats without backs have an equally unfavorable influence upon the spinal column. If no rest is afforded the backs of the children while seated, they almost necessarily assume a bent and crooked position. Such a position, often assumed and long continued, tends to that deformity which has become so common among children of modern times, and leads to diseases of the spine in innumerable instances, especially with delicate female children.

THE LITTLE SINGER: OR,

WORDS BY W. E. HICKSON.

O COME, COME AWAY.

Allegro. f

1. O come, come a - way, from la - bor now re - pos - ing, Let bus - y care, a while forbear, O come, come a - way.

Come, come, our so - cial joys re - new, And there where love and friendship grew, Let true hearts welcome you; O come, come away.

2. From toil and the cares on which the day is closing,

The hour of eve

Brings sweet reprieve;

O come, come away;

O, come where love will smile on thee,

And round its hearth will gladness be,

And time fly merrily;

O come, come away.

3. While sweet Philomel the weary traveler cheering,

With evening songs

Her note prolongs,

O come, come away.

In answering song of sympathy,

We sing, in tuneful harmony,

Of hope, joy, liberty;

O come, come away.

4. The bright day is gone; the moon and stars appearing,

With silver light

Illumine the night;

O come, come away;

We'll join in grateful songs of praise

To Him, who crowns our peaceful days

With health, hope, happiness;

O come, come away.

THE PRIMARY SCHOOL VOCALIST.

Moderato.

CHORUS.

COME TO THE SUNSET TREE.

MISS BROWNE.

f Come, come, come! Come to the sun-set tree, The day is past and gone; The woodman's axe lies free, And the reaper's work is done.

f

FINE.

D. C. 3/4 first four lines after each stanza.

The twilight star to heaven, And the summer dew to flowers, And rest to us is given, By the cool, soft evening hours.

2. Sweet is the hour of rest,
Pleasant the wood's low sigh,
And the gleaming of the west,
And the turf whereon we lie,
When the burthen and the heat
Of labor's task are o'er,
And kindly voices greet
The tired one at his door;

3. Sweet is the tuneful sound,
That dwells in the whispering boughs;
Welcome the freshness round,
And the gale that fans our brows.
But rest more sweet and still
Than ever night-fall gave.
Our yearning hearts shall fill
In the world beyond the grave.

4. There shall no tempest blow,
No scorching no-tide beat;
There shall be no more snow,
No weary, wandering feet;
So we lift our trusting eyes,
From the hills our Fathers trod,
To the quiet of the skies,
To the Sabbath of our God.

ADVERTISEMENTS.

A NATIONAL STANDARD.
GET THE BEST.
WEBSTER'S UNABRIDGED DICTIONARY.
NEW PICTORIAL EDITION.
 1,500 PICTORIAL ILLUSTRATIONS.

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